



STUDENT LEARNING OUTCOMES ASSESSMENT (SLOA) HANDBOOK

Academic Year 2018/19

Abstract

This document contains information about Yavapai College's SLOA Committee, the Assessment Cycle and Processes, Creating Learning Outcomes and Curriculum Maps, and Assessment Planning and Reporting within the Program Review cycle.

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Introduction

The Higher Learning Commission requires institutions to meet standards of quality using five criteria: Mission, Integrity (Ethical and Responsible Conduct), Teaching and Learning (Quality, Resources, and Support), Teaching and Learning (Evaluation and Assessment), and Resources, Planning and Institutional Effectiveness. This document provides information about Yavapai College's guidelines and processes with respect to Student Learning Outcomes and Assessment (SLOA) addressed primarily in Criterion 4.

Criterion 4: Teaching and Learning: Evaluation and Assessment. *"The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement."*

Student Learning Outcomes Assessment (SLOA)

Mission and Guiding Principles

Mission: In harmony with Yavapai College's mission and values, SLOA's mission is to foster student success by developing and implementing an effective, comprehensive and consistent learning outcomes assessment cycle of continuous improvement based on evidence.

Guiding Principles:

- Assessment is a vehicle for improvement of student learning and success, not an end in itself.
- Assessment is ongoing, multi-dimensional and employs multiple methods.
- Assessment defines outcomes that are clear, shared, implementable and measureable.
- Assessment provides accountability for students' learning.
- Assessment results are used to improve instruction and change curriculum, not to make comparative or evaluative judgements across departments or programs.
- Successful assessment requires institutional support and resources.

Student Learning and Outcomes Assessment (SLOA) Committee

The SLOA committee is a Yavapai College Faculty Association committee whose purpose is to review and recommend college policies and procedures regarding assessment. SLOA meets the 2nd and 4th Friday of each month during the Academic year. SLOA Committee activities are:

- Participate in professional development activities as needed to understand the assessment process and the role of representatives on the SLOA committee.
- Provide consultation and support for School deans and program assessment team leaders and faculty/staff in the development, implementation, use and dissemination of student learning outcomes assessments.
- Assist in planning, organizing, and facilitating activities on Assessment Day.
- Review program and institutional assessment documents and provide assistance with any revisions of documents. Documents include curriculum maps, rubrics, assessment plans, and assessment reports.

- Maintain the School's Canvas Assessment workspace and communicate assessment processes, deadlines, etc. with all members of their School.
- Assist faculty in writing reports summarizing assessment activities each year and post the reports from their School in the SLOA course shell for review.
- Provide suggestions for quality improvement. Support student outcomes assessment activities among the faculty and the SLOA committee.
- Conduct research in support of student outcomes assessment and keep abreast of the professional literature and accreditation standards.
- Attend scheduled SLOA meetings prepared with feedback and questions. If unable to attend a scheduled meeting, either (a) send written feedback, questions, and voting preferences (if a voting member) to the Chair before the meeting, or (b) send an alternate from the school or area represented to attend the meeting to provide feedback, questions, and a proxy vote.

Voting Members: A minimum of one, maximum of two full time faculty member representatives from each academic School, to be determined by the faculty of each division School, one at large adjunct-faculty member, a representative from Student Development , a representative from the Library, and the General Education Coordinator.

Non-voting Members: Dean of Instructional Support, a representative from Institutional Effectiveness and Research and the Curriculum Committee Chair (unless representing a school).

SLOA Committee Chair: A committee member is elected at the last meeting of the fall semester in the preceding academic year to serve as chair the following academic year. The SLOA chairperson will serve two to three consecutive years. Representation of the SLOA chair should change each election cycle and rotate through the various Schools.

Assessment

What is Assessment?

“Assessment is the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning.” (Walvoord, 2010, p. 2). Assessment involves:

- **Setting explicit goals (outcomes or objectives).** What do we want students to be able to do?
- **Gathering information.** How well are students attaining the goals and what is influencing their learning?
- **Taking Action.** How can we use the information to improve student learning?

The Assessment Cycle

The assessment cycle is a process of continuous improvement and consists of the following components:

Define Outcomes: Define learning outcomes that are measurable and communicate what students are able to do after completing an activity, course, or program.

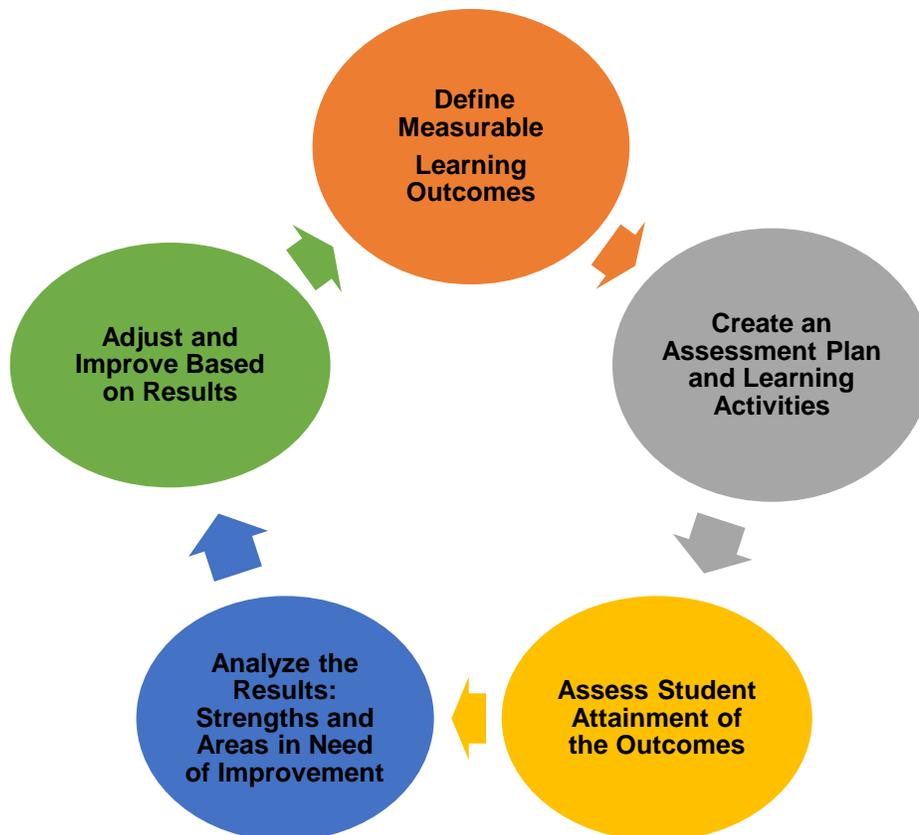
Assessment Plan: Create learning activities and assessment tools to measure how well students are attaining the outcomes.

Assess: Students complete the assessments to provide data about their attainment of the learning outcomes.

Analyze the Results: Review student assessment data and look for strengths and areas in need of improvement.

Improve: Decide what changes to curriculum, instruction, or the assessment process are needed to to achieve desired results.

Repeat Cycle: After improvements have been made, repeat the cycle for continuous review and improvement of courses programs.



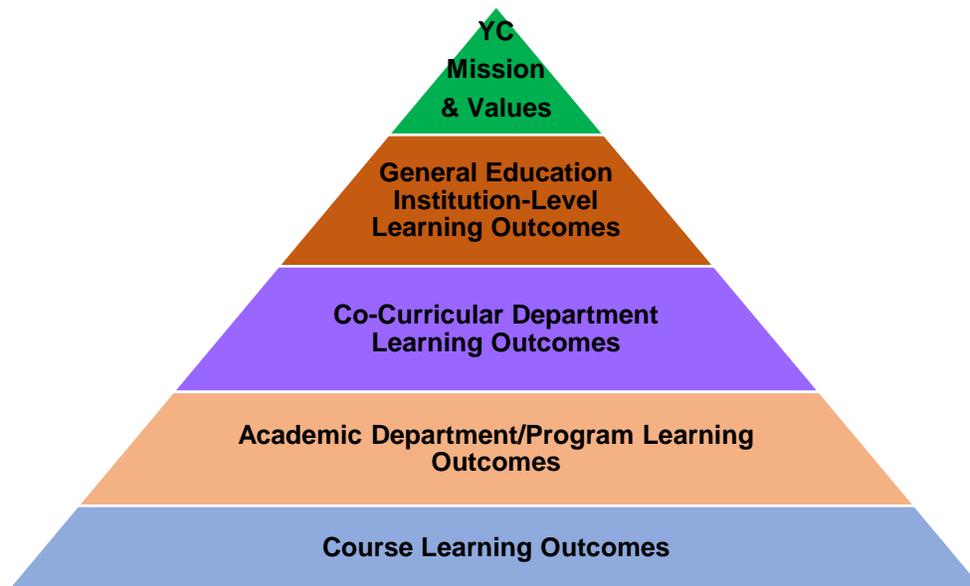
Student Learning Outcomes

Purpose of Student Learning Outcomes

1. Student learning outcomes communicate to students what they will be able to do after completing an activity, course, or program (course outcomes are specific and department/program outcomes are general).
2. Student learning outcomes show alignment of department/program learning outcomes with the institution's mission and strategic plan.
3. Measureable student learning outcomes allow departments/programs to assess student learning and make improvements.

Alignment of Student Learning Outcomes

Student Learning Outcomes for General Education, Co-Curricular Departments, Academic Departments, Programs, and Courses align with Yavapai College's (YC) Mission and Value statements.



Measurable Student Learning Outcomes

Student learning outcomes are the primary skills, behaviors, abilities, expertise, and proficiencies the learner will be able to demonstrate as a result of their participation in learning activities. The emphasis of an outcome is on what the learner will be able to do with the knowledge or information, not just possession of it.

Basic Format: Upon successful completion of <<course, activity, program, etc.>>, the learner will be able to <<action verb* and description>> to <<do something>>.

Example: Upon successful completion of **the course MAT 167 Elementary Statistics**, the learner will be able to **use technology** to **create visual displays of data**.

Example of a Poorly Written Learning Outcome:

The learner will be able to imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems. **Better:** The learner will be able to provide alternative solutions to situations or problems.

Characteristics of Measurable Learning Outcomes

- Select only one action verb. If there are several, focus on the highest cognitive level.
- Focus on outcomes, not processes.
- Identify single accomplishments
- Focus on students (not staff, faculty or curriculum).
- Do not indicate level of quality.

Action Verbs: Bloom's (Revised) Taxonomy					
Remember	Understand	Apply	Analyze	Evaluate	Create
Arrange	Classify	Apply	Analyze	Appraise	Arrange
Count	Describe	Calculate	Arrange	Argue	Assemble
Draw	Identify	Construct	Combine	Assess	Compose
Define	Indicate	Demonstrate	Design	Argue	Create
Locate	Organize	Estimate	Differentiate	Compare	Design
Recall	Interpret	Illustrate	Discriminate	Contrast	Devise
Recognize	Illustrate	Interpret	Illustrate	Judge	Formulate
Recite	Reorganize	Appraise	Relate	Justify	Invent
Describe	Translate	Contrast	Sketch	Rank	Modify
Repeat	Paraphrase	Criticize	Solve	Defend	Organize
Identify	Summarize	Diagnose	Predict	Estimate	Plan
Select	Transform	Identify	Change	Judge	Prepare
Quote	Discuss	Classify	Survey	Predict	Produce
Label	Explain	Compute	Diagram	Qualify	Propose
Copy	Defend	Manipulate	Examine	Rate	Verify
List	Compare	Translate	Modify	Support	Construct
Name	Report	Complete	Utilize	Critique	Develop
State	Restate			Recommend	Reorganize
Select	Review				Reconstruct
	Rewrite				Integrate
NOTE: These verbs are from several lists posted online – this is not a comprehensive list, only a sample. For more verbs, please search “Bloom’s Revised Taxonomy Verbs”.					
NOTE: Verbs can be included in more than one cognitive level. The level depends upon the action described by the verb.					

Levels of Student Learning Outcomes

Institution-level outcomes are general and measurable across the student experience.

- Institution-level learning outcomes are embedded in the General Education component of any degree.
- Institution-level learning outcomes are embedded in courses required for degree programs.
- Institution-level learning outcomes are embedded in co-curricular activities.

Program/Department-level outcomes are general and measurable.

- Program/Department outcomes reflect general competencies attained as students complete required courses or activities.

- Program/Department outcomes are not a compilation of course or activity-level student learning outcomes.
- Program/Department outcomes are not intended to represent everything that your students learn as a result of completing the program.
- A common issue is too many program/department outcomes; approximately 4 to 6 general outcomes is appropriate.

Course/Activity-level learning outcomes are specific and measurable.

- Course/Activity-level learning outcomes contain specific competencies for a single course or learning activity.

Criteria for Program and Course Level Learning Outcomes

Please use resources posted on the SLOA and Curriculum websites to construct measurable learning outcomes.

Criteria
<p>Program Review Scoring Guidelines for each Criteria Criteria and Scoring Guide (3, 2, or 1) 3 – Healthy: Criteria is complete and communicated clearly 2 – Cautionary: Criteria needs more detail or clarification in some areas. 1 – Unhealthy: Criteria is not met.</p>
<p>The program has a mission statement that aligns with program outcomes and Yavapai College’s mission, goals and/or strategic plan.</p>
<p>Program-level outcomes reflect current practice in the field. Review or create program-level outcomes that align with current industry and/or professional standards. <i>Research industry requirements, professional organizations and/or similar programs at other colleges and cite your source(s).</i></p>
<p>Program-level outcomes are general and measurable. Program outcomes reflect general competencies attained as students complete required courses in the program and format follows recommended guidelines.</p>
<p>Course-level learning outcomes are specific and measurable. Course-level learning outcomes contain specific competencies for a single course and format follows recommended guidelines.</p>

Curriculum Maps: Aligning Levels of Student Learning Outcomes

Purpose of Curriculum Maps

- The curriculum mapping process helps faculty and program directors create curriculum that aligns with professional and/or industry standards and Yavapai College’s institutional mission and goals.
- The curriculum map provides evidence that there is alignment between the program mission, program-level learning outcomes and course-level learning outcomes and communicates the alignment to all internal and external audiences.

- The curriculum map provides evidence that Yavapai College’s General Education Core Curriculum Outcomes (GECCO) are incorporated and assessed in each program.
- The curriculum mapping process helps faculty and program directors create a program assessment plan that will provide information about student attainment of learning outcomes at both the program and course level.

Curriculum Map Format and Criteria

Curriculum Maps contain a mapping of Program Outcomes to Course Outcomes.

Program Outcome	Required Course #1	Required Course #2	Required Course #...add columns as needed
Program Outcome #1	*List the course outcome number(s) that correspond to the program outcome –they should obviously align.		
Program Outcome #2	LO #2,5,7		
Program Outcome.....add rows as needed			

Criteria for Curriculum Maps

<p>Criteria</p> <p>Program Review Scoring Guidelines for each Criteria Criteria and Scoring Guide (3, 2, or 1) 3 – Healthy: Criteria is complete and communicated clearly 2 – Cautionary: Criteria needs more detail or clarification in some areas. 1 – Unhealthy: Criteria is not met.</p> <p>Only one curriculum map is required for an AAS Degree Program and/or Certificate program(s) that share required courses and outcomes. For example, there is an AAS Degree in Management and a Certificate in Management. The courses for the certificate are a subset of the same courses required for the AAS Degree. The certificate program outcomes should be the same or a subset of the degree program outcomes. <i>An asterisk will denote courses and outcomes in the certificate program.</i></p> <p>Specific course-level learning outcomes align with program-level learning outcomes. Write the number of the specific course-level learning outcome(s) in the corresponding program-level outcome cell on the curriculum map. Not all course-level learning outcomes will align with a program-level learning outcome. If a course does not have any learning outcomes that align with at least one of the program-level outcomes, please review the course and either revise the outcomes or possibly eliminate the course as a requirement for the program.</p>
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All program-level outcomes are aligned with outcomes from courses that are required for completion of the program. Check to make sure that all program-level outcomes are included in the required courses and not only in courses that are electives or courses that only a few students take.

Minor outcomes are addressed in only a few courses – check for “overkill” of any one outcome. If a particular program-level outcome is aligned to a course-level outcome in every course, check to see if any adjustments need to be made to the map, the curriculum, and/or the course outcomes to make room for other important outcomes.

Important program outcomes are addressed throughout the curriculum (not only one or two courses). If an important program-level outcome is aligned to only a few course-level outcomes, check to see if any adjustments need to be made to the map, the curriculum, and/or the course outcomes to adequately address the important program outcome. Students need the opportunity to learn important outcomes in several courses in the program to attain proficiency.

Identify an assessment course and learning outcome(s) for each of the General Education Core Curriculum Outcomes (GECCO). Each GECCO outcome only needs to be assessed once in the program. Multiple GECCO outcomes may be assessed in a single course. Insert the code provided on the curriculum map in the GECCO outcomes line and identify the course-level learning outcome(s) that aligns with the GECCO outcome.

Assessment Planning

Types of Assessment

Direct Assessment involves looking at samples of student work that measure student performance on learning outcomes and include standards of required performance. **Examples:** Pre/Post test, Assignment, Essay, Test or Quiz, Project, Portfolio, Demonstrate a Skill, Discussion Board Post.

Indirect Assessment is gathering information through means other than looking at actual samples of student work and focus on opinions or thoughts about student knowledge, skills, attitudes or perceptions. **Examples:** Course Grades, Student Surveys, Focus Groups, Employer Surveys, Exit Interviews, Graduation Rates, Retention Rates.

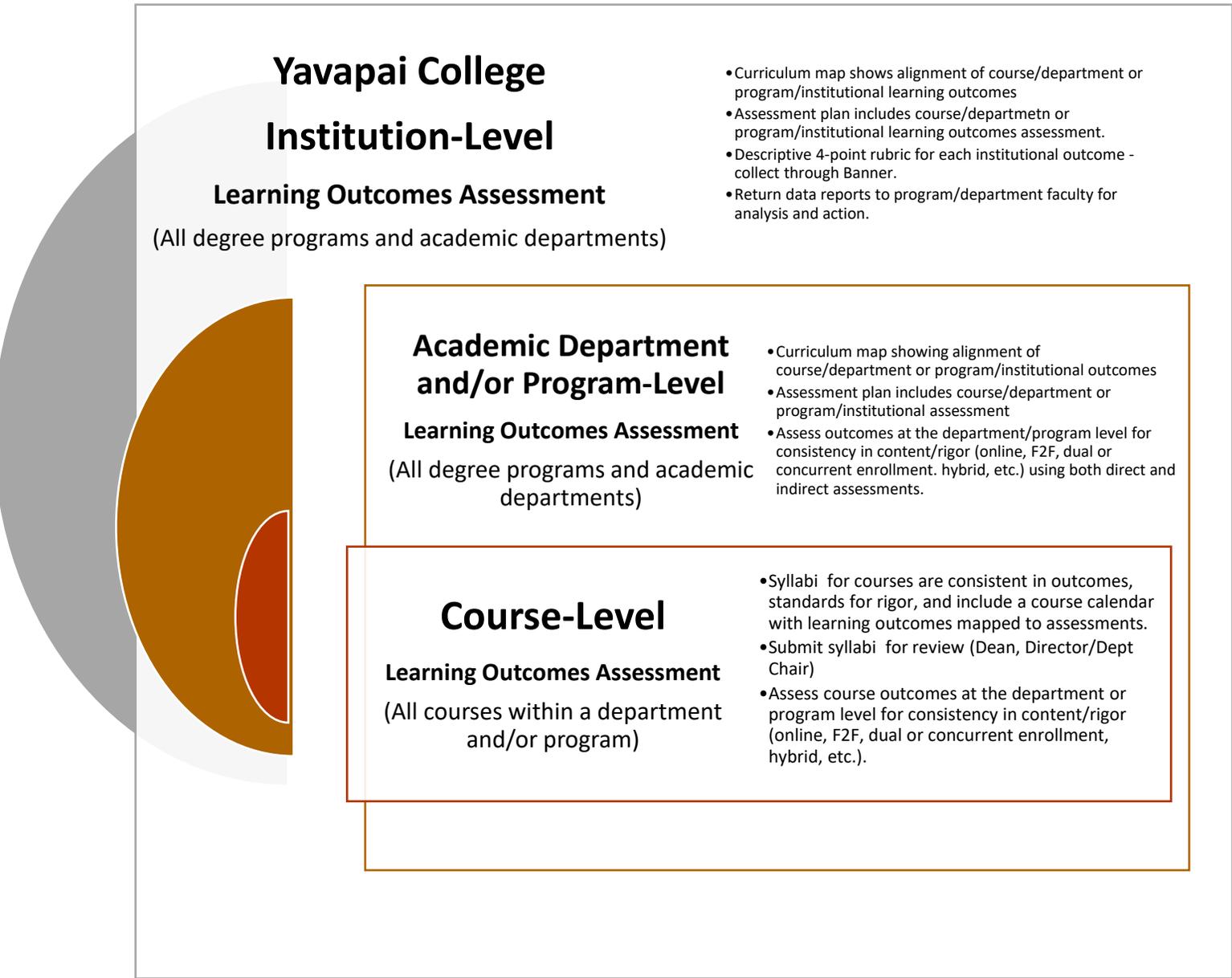
Formative Assessment is designed to provide feedback regarding whether an outcome is being met or not and provides information about the following:

- Department/Program-level learning outcome attainment.
- Changes in instruction or curriculum to improve student learning.
- To identify student strengths/weaknesses.

Summative Assessment is administered to evaluate whether the outcome was achieved (i.e., the overall performance) and provides information about the following:

- Evaluation and accountability within departments and programs.
- To aid in program level decision-making and planning.
- To meet demands of accrediting bodies and state and federal agencies.

Levels of Learning Outcomes Assessment



3-Year Department/Program Learning Outcomes Assessment Plan

The 3-Year assessment cycle coincides with the 3-Year Program Review Cycle. The timeline and description of assessment activities within the program review cycle are describe below. The 3-Year Comprehensive and Annual Program Review process and handbook is available on the Institutional Effectiveness and Research [Academic Program Review](#) page.

Timeline for 3-Year Assessment Plans within the Program Review Cycle

Program Review Schedule (3-Year Cycle)							
Group	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Group 1:	Planning Year: (Fall) Review Mission, Outcomes, Curriculum Map and Submit Changes to Curriculum. (Spring) Create 3-year outcomes assessment plan and submit to SLOA.	Year 1: IER Comprehensive Review Data; Goals and Budget Request, Collect Year 1 Outcomes Assessment Data	Year 2: IER Annual Review Data; Progress towards Goals; Report Year 1 and Collect Year 2 Outcomes Assessment Data	Year 3: IER Annual Review Data; Progress Towards Goals; Report Year 2 and Collect Year 3 Outcomes Assessment Data; Submit Curriculum Changes	Repeat Cycle Starting From Year 1: Comprehensive Review		
Group 2:		Planning Year: (Fall) Review Mission, Outcomes, Curriculum Map and Submit Changes to Curriculum. (Spring) Create 3-year outcomes assessment plan and submit to SLOA.	Year 1: IER Comprehensive Review Data; Goals and Budget Request, Collect Year 1 Outcomes Assessment Data	Year 2: IER Annual Review Data; Progress towards Goals; Report Year 1 and Collect Year 2 Outcomes Assessment Data	Year 3: IER Annual Review Data; Progress Towards Goals; Report Year 2 and Collect Year 3 Outcomes Assessment Data; Submit Curriculum Changes	Repeat Cycle Starting From Year 1: Comprehensive Review	
Group 3:			Planning Year: (Fall) Review Mission, Outcomes, Curriculum Map and Submit Changes to Curriculum. (Spring) Create 3-year outcomes assessment plan and submit to SLOA.	Year 1: IER Comprehensive Review Data; Goals and Budget Request, Collect Year 1 Outcomes Assessment Data	Year 2: IER Annual Review Data; Progress towards Goals; Report Year 1 and Collect Year 2 Outcomes Assessment Data	Year 3: IER Annual Review Data; Progress Towards Goals; Report Year 2 and Collect Year 3 Outcomes Assessment Data; Submit Curriculum Changes	Repeat Cycle Starting From Year 1: Comprehensive Review
Schools		Group 1:		Group 2:		Group 3:	
Arts & Humanities		AA Fine Arts - Art Concentration AA Fine Arts - Music Concentration English Department		Graphic Design Photography Art Department Humanities Department		Associate of Arts AA Fine Arts - Performing Arts	
Business & Computer Systems		AAS/Cert Management AAS/Cert Video Game Developer		Associate of Business AAS/Cert Administrative Professional AAS/Cert Computer Systems and Applications NEW 2018/19: Cert Programming		AAS/Cert Accounting AAS/Cert Computer Networking Technology NEW 2018/19 Cert: Cyber Security	
Social Science		Associate of Elementary Education AAS/Cert Early Childhood Education Communication Department		AAS Social and Human Services		AAS/Cert Administration of Justice AAS/Cert Paralegal Studies Social Science Behavioral Science	
Career and Technical Education		Cert Auto Body Paint and Collision AAS/Cert Electrical and Instrumentation Technology Cert Welding AAS/Cert Agriculture Technology Management AAS/Cert Viticulture and Enology		AAS/Cert Automotive Technology AAS/Cert Diesel Technician AAS Applied Pre-Engineering AAS/Cert Industrial Machine Mechanic Cert Equine Care and Management		AAS/Cert Aviation Technology AAS/Cert Gunsmithing AAS/Cert Fire Science Cert Canine Care, Service Dog, Team Skills Certs Culinary Arts and Hospitality Certs Animation, Production and Screenwriting	
Health & Wellness		AAS/Cert Health Information Technology Cert Pharmacy Technician Athletic Coaching Fitness Trainer/Instructor		AAS/Cert Paramedicine and Cert EMT AAS/Cert Medical and Med Office Assistant Cert Phlebotomy HPER Activity Courses		AAS Nursing Cert Nursing Assistant AAS/Cert Radiologic Technology	
Science and Engineering		Mathematics Department		Associate of Science Science Department			

June 2018 Updated

Group 1 (2018/2019) Comprehensive Program Review Departments and Programs: 3-Year Student Learning Outcomes Assessment Plans due to the Student Learning Outcomes Assessment Committee (SLOA) by September 12th, 2018 for review. Email completed assessment plans to Molly Beauchman (Molly.Beauchman@yc.edu). The SLOA committee will review plans at the September 14th, 2018 meeting and provide feedback for Assessment Day, September 28th, 2018.

Group 2 (2019/2020) Comprehensive Program Review Departments and Programs: Student Learning Outcomes and Curriculum Maps reviewed by the Curriculum Committee – submit changes by the Fall 2018 October Deadline. 3-Year Student Learning Outcomes Assessment Plans due to the Student Learning Outcomes Assessment Committee (SLOA) before Spring Break; March 8th, 2019 for review. Email completed assessment plans to Molly Beauchman (Molly.Beauchman@yc.edu). The SLOA committee will review plans at the March 22nd, 2019 meeting and provide feedback by the end of April.

Group 3 (2020/2021) Comprehensive Program Review Departments and Programs: Student Learning Outcomes and Curriculum Maps reviewed by the Curriculum Committee – submit changes by the Fall 2019 October Deadline. 3-Year Student Learning Outcomes Assessment Plans due to the Student Learning Outcomes Assessment Committee (SLOA) before Spring Break 2020 for review.

NOTE: Assessment Plan Templates for Group 1 will be available in your school's SLOA Canvas site in August, 2018 and templates for Group 2 will be available in the school SLOA Canvas site January, 2019.

Criteria for the 3-Year Student Learning Outcomes Assessment Plan

The 3-Year Learning Outcomes Assessment Plan will be required the first year of the 3-year comprehensive program review cycle and will include the following criteria.

Criteria
<p>Program Review Scoring Guidelines for each Criteria Criteria and Scoring Guide (3, 2, or 1) 3 – Healthy: Criteria is complete and communicated clearly 2 – Cautionary: Criteria needs more detail or clarification in some areas. 1 – Unhealthy: Criteria is not met.</p>
Program/Department-Level Learning Outcomes Assessment
All Program/Department learning outcomes are assessed in Years 1 and 2. Plan includes assessment of all program/department-level learning outcomes in the first two years.
A description of assessments methods, scoring, and performance targets are included. A brief, clear description is given for each type of assessment, scoring method, and performance target.
Plan describes process for comparing program outcomes taught in courses with different modalities. Courses selected to assess program outcomes that are taught in different modalities (online, face-to-face, dual or concurrent enrollment, hybrid, etc.) are assessed and plan includes how to compare student performance in the different modalities.
Faculty/staff involved in the assessment tasks are identified. A variety of faculty and staff are involved in the program-level learning outcomes assessment process over the 3-year cycle.
Both direct and indirect assessment methods are incorporated. Direct assessments measure student performance based on samples of their work (test, project, demonstration, etc.). Indirect assessments gather information about opinions or thoughts about student knowledge, skills or attitudes (course grades, survey, focus group, exit interview, etc.).
Course-Level Learning Outcomes Assessment
All courses in the department/program are assessed in 3 years. All courses in the department/program are assessed in the 3-year cycle, but not all of the outcomes for the course need to be assessed. Focus outcomes in each course identified by the department/program.
A description of assessments methods, scoring, and performance targets are included. A brief, clear description is given for each type of assessment, scoring method, and performance target.
Plan describes process for comparing outcomes taught in courses with different modalities. Courses that are taught in different modalities (online, face-to-face, dual or concurrent enrollment, hybrid, etc.) are assessed and plan includes how to compare student performance in the different modalities.
Faculty/staff involved in the assessment tasks are identified. A variety of faculty and staff are involved in the course-level learning outcomes assessment process over the 3-year cycle.
Institution-Level Learning Outcomes Assessment (GECCO)
At least one course is identified to assess Digital Literacy and Information Literacy. Courses targeted for assessment were identified by each program and General Education department on Assessment Day Fall 2017.

The assessment tool(s) used to collect data about student attainment of Digital Literacy and Information Literacy is described. Please describe what assessment you will use to collect information about student attainment of the GECCO outcomes in your course: test, discussion board assignment, research assignment, quiz, etc.

Faculty/staff involved in the assessment tasks are identified. Faculty members who teach the identified courses used to assess the GECCO outcomes are listed for both Digital Literacy and Information Literacy.

Sample 3-Year Student Learning Outcomes Assessment Plan Form

A. 3-Year Program/Department Learning Outcomes Assessment Plan							
Academic Year	Program or Department Outcome(s) (list the outcome #)	Courses for Program Assessment (include all modalities)	Assessment Method(s) and Tool(s)	Type : place an "x" in the appropriate box		Scoring Method(s) and Performance Target(s)	Faculty/staff involved in assessment tasks.
				Direct	Indirect		
Year 1 2018/19							
Year 2 2019/20							
Year 3 2020/21	Submit any changes (program modifications) to curriculum committee based on Year 1 and Year 2 results in Fall 2020.						
B. 3-Year Course Learning Outcomes Assessment Plan							
Academic Year	Course(s) Assessed (include all modalities)	Course Outcomes Assessed (list the outcome #)	Assessment Method(s) and Tool(s)	Type: place an "x" in the appropriate box		Scoring Method(s) and Performance Target(s)	Faculty/staff involved in assessment tasks.
				Direct	Indirect		
Year 1 2018/19							
Year 2 2019/20							
Year 3 2020/21							
Resources needed to complete program and/or course student learning assessment activities:							
C. 3-Year Institutional Outcomes Assessment Plan (outcomes for 2019/20 and beyond to be determined during 2018/19 academic year.)							
Year 1: 2018/19 GECCO Outcomes Assessed		Course(s) in which GECCO Outcome is Assessed	Describe your Assessment Tool(s). Assessment Method(s) is a 4-point rubric with data collected through Banner.			Faculty/staff involved in assessment tasks.	
Digital Literacy							
Information Literacy							

Analysis of Assessment Results and Actions for Improvement

After assessment data is collected, compare the results to performance targets identified in the assessment plan to measure student attainment of the learning outcomes. Use the information to identify strengths and areas in need of improvement within the programs/departments, courses, or learning activities based on the analysis of the assessment data. After areas in need of improvement are determined, identify actions needed such as, modifications to curriculum or the program, changes in instructional practice or professional development needs, equipment or staffing needs, or changes within the assessment process.

The analysis of assessment results are to be reported in Year 2 and Year 3 of the 3-Year Program Review Cycle in the Annual Reviews. Results from the previous year's assessment data are reported

on the Program Review form. For example, Year 1 data and results will be reported Year 2, Year 2 results will be reported Year 3, and Year 3 results are reported the next Program Review cycle along with a new 3-Year Learning Outcomes Assessment Plan.

Sample Table for Reporting Assessment Results from Year 1 in the Year 2 Annual Program Review Report

Results: Learning Outcomes Assessment			
Academic Year	Level of Assessment (Course, Program, GECCO)	Strengths and areas in need of improvement based on student performance. Include comparison of student performance in courses taught in different modalities (online, F2F, hybrid, dual or concurrent enrollment, etc.)	Faculty/staff involved in the analysis.
Year 1 2018/19	Program/Department Outcomes Assessment Results	Strengths:	
		Needs Improvement:	
	Course Outcomes Assessment Results	Strengths:	
		Needs Improvement:	
	GECCO Outcomes Assessment Results	Strengths:	
		Needs Improvement:	
Action for Improvement Based on Results: Identify any actions needed for improvement based on Student Learning Outcomes Assessment results: changes to curriculum, instruction, assessment process, professional development needs, etc.			
Action for Improvement	Resources Needed	Completion Date	Faculty/staff involved in action

References

Accreditation Standards (2018). Higher Learning Commission. Retrieved from <https://www.hlcommission.org/Policies/criteria-and-core-components.html> June 2018

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Hatfield, Susan (April 2017): Arizona Assessment Conference Presentation: "Assessment that Matters: Rethinking Good Practice in Assessment"

Suskie, Linda (2009). *Assessing Student Learning; A Common Sense Guide* (2nd Edition)

Allen, Mary J. (2004). *Assessing Academic Programs in Higher Education* (2nd Edition)

Walvoord, Barbara E. (2010) *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education* (2nd Edition)

Appendix

The Curriculum Committee will use the following format to provide feedback regarding department/program Learning Outcomes and Curriculum Maps.

Criteria and Scoring for Department/Program and Course Student Learning Outcomes	
Score 3 - Healthy 2 - Cautionary 1 - Unhealthy	Criteria and Scoring Guide (3, 2, or 1) 3 – Healthy: Learning outcome criteria is complete and communicated clearly 2 – Cautionary: Learning outcome criteria needs more detail or clarification in some areas. 1 – Unhealthy: Learning outcome criteria is not met.
	The program has a mission statement that aligns with program outcomes and Yavapai College’s mission, goals and/or strategic plan.
	Program-level outcomes reflect current practice in the field. Review or create program-level outcomes that align with current industry and/or professional standards. <i>Research industry requirements, professional organizations and/or similar programs at other colleges and cite your source(s).</i>
	Program-level outcomes are general and measurable. Program outcomes reflect general competencies attained as students complete required courses in the program.
	Course-level learning outcomes are specific and measurable. Course-level learning outcomes contain specific competencies for a single course.
Feedback for improvement	
Criteria and Scoring for Curriculum Maps	
Score 3 - Healthy 2 - Cautionary 1 - Unhealthy	Criteria and Scoring Guide (3, 2, or 1) 3 – Healthy: Curriculum map criteria is complete and communicated clearly on the map. 2 – Cautionary: Curriculum map criteria needs more detail or clarification in some areas. 1 – Unhealthy: Curriculum map criteria is not met.
	Only one curriculum map is required for an AAS Degree Program and/or Certificate program(s) that share required courses and outcomes. For example, there is an AAS Degree in Management and a Certificate in Management. The courses for the certificate are a subset of the same courses required for the AAS Degree. The certificate program outcomes should be the same or a subset of the degree program outcomes. <i>An asterisk will denote courses and outcomes in the certificate program.</i>
	Specific course-level learning outcomes align with program-level learning outcomes. Write the number of the specific course-level learning outcome(s) in the corresponding program-level outcome cell on the curriculum map. Not all course-level learning outcomes will align with a program-level learning outcome. If a course does not have any learning outcomes that align with at least one of the program-level outcomes, please review the course and either revise the outcomes or possibly eliminate the course as a requirement for the program.
	All program-level outcomes are aligned with outcomes from courses that are required for completion of the program. Check to make sure that all program-level outcomes are included in the required courses and not only in courses that are electives or courses that only a few students take.
	Minor outcomes are addressed in only a few courses – check for “overkill” of any one outcome. If a particular program-level outcome is aligned to a course-level outcome in every course, check to see if any adjustments need to be made to the map, the curriculum, and/or the course outcomes to make room for other important outcomes.
	Important program outcomes are addressed throughout the curriculum (not only one or two courses). If an important program-level outcome is aligned to only a few

	course-level outcomes, check to see if any adjustments need to be made to the map, the curriculum, and/or the course outcomes to adequately address the important program outcome. Students need the opportunity to learn important outcomes in several courses in the program to attain proficiency.
Institutional outcomes are under review the 2018/19 academic year.	Identify an assessment course and learning outcome(s) for each of the General Education Core Curriculum Outcomes (GECCO). Each GECCO outcome only needs to be assessed once in the program. Multiple GECCO outcomes may be assessed in a single course. Insert the code provided on the curriculum map in the GECCO outcomes line and identify the course-level learning outcome(s) that aligns with the GECCO outcome.
Feedback for improvement	
Overall Score for Student Learning Outcomes and Curriculum Map	
Overall Score (average score of each criteria)	Healthy: 3 Cautionary: 2 to 2.9 Unhealthy: 0 to 1.9

The SLOA Committee will use the following format to provide feedback regarding department/program 3-Year Student Learning Outcomes Assessment Plans.

Criteria and Scoring for the 3-Year Student Learning Outcomes Assessment Plan	
Score 3 - Healthy 2 - Cautionary 1 - Unhealthy	Criteria and Scoring Guide (3, 2, or 1) 3 – Healthy: Assessment plan criteria is complete and processes communicated clearly. 2 – Cautionary: Assessment plan criteria is complete, but needs more detail or clarification in some areas. 1 – Unhealthy: Assessment plan criteria is not complete and needs more detail or clarification in some areas.
A. Program/Department-Level Learning Outcomes Assessment	
	All Program/Department learning outcomes are assessed in Years 1 and 2. Plan includes assessment of all program/department-level learning outcomes in the first two years.
	A description of assessments methods, scoring, and performance targets are included. A brief, clear description is provided for each type of assessment, scoring method, and performance target.
	Plan describes process for comparing program outcomes taught in courses with different modalities. Courses selected to assess program outcomes that are taught in different modalities (online, face-to-face, dual or concurrent enrollment, hybrid, etc.) are assessed and plan includes how to compare student performance in the different modalities.
	Faculty/staff involved in the assessment tasks are identified. A variety of faculty and staff are involved in the program-level learning outcomes assessment process over the 3-year cycle.
	Both direct and indirect assessment methods are incorporated. Direct assessments measure student performance based on samples of their work (test, project, demonstration, etc.). Indirect assessments gather information about opinions or thoughts about student knowledge, skills or attitudes (course grades, survey, focus group, exit interview, etc.).
Feedback for improvement	

B. Course-Level Learning Outcomes Assessment	
	All courses in the department/program are assessed in 3 years. All courses in the department/program are assessed in the 3-year cycle, but not all of the outcomes for the course need to be assessed. Focus outcomes in each course identified by the department/program.
	A description of assessments methods, scoring, and performance targets are included. A brief, clear description is given for each type of assessment, scoring method, and performance target.
	Plan describes process for comparing outcomes taught in courses with different modalities. Courses that are taught in different modalities (online, face-to-face, dual or concurrent enrollment, hybrid, etc.) are assessed and plan includes how to compare student performance in the different modalities.
	Faculty/staff involved in the assessment tasks are identified. A variety of faculty and staff are involved in the course-level learning outcomes assessment process over the 3-year cycle.
Feedback for improvement	
C. Institution-Level Learning Outcomes Assessment (GECCO)	
	At least one course is identified to assess Digital Literacy and Information Literacy. Courses targeted for assessment were identified by each program and General Education department on Assessment Day Fall 2017.
	The assessment tool(s) used to collect data about student attainment of Digital Literacy and Information Literacy is described. Please describe what assessment you will use to collect information about student attainment of the GECCO outcomes in your course: test, discussion board assignment, research assignment, quiz, etc.
	Faculty/staff involved in the assessment tasks are identified. Faculty members who teach the identified courses used to assess the GECCO outcomes are listed for both Digital Literacy and Information Literacy.
Feedback for improvement	
Overall Score for the 3-Year Learning Outcomes Assessment Plan	
Overall Score (average score of each criteria)	Healthy: 3 Cautionary: 2 to 2.9 Unhealthy: 0 to 1.9